2012 FALL TOUR

Idaho State Department of Education

Introductions and Overview

Steve Underwood

Statewide System of Support Director

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21st Century Community Learning Centers (21st CCLC)

Matt Hyde

21st CCLC Coordinator

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Camille McCashland

21st CCLC Program Specialist

cmccashland@sde.idaho.gov

21ˢᵗ Century Community Learning Centers Grant; Title IV B

Opportunity

- Structured, high quality after school programming is a powerful strategy to address academic failure, delinquent behavior, improve outcomes for all students and engage families and the community.

- After school is the most critical time to engage youth in positive activities.

Purpose Of Funds

- Provide opportunities for academic and enrichment activities in an effort to reduce achievement gaps.

- Offer recreation, physical activity, social and cultural enrichment activities.

- Offer families of students served by community learning centers opportunities for literacy and related educational development.

Funding

- Federal Title IV B funding to Idaho: $5.653 million

- Funding available for 2013/2014: $1.8 million

Fall 2012 Bidders Workshops

5 Full-day workshops:

- Thursday, November 1: Twin Falls

- Friday, November 2: Pocatello

- Friday, November 9: Coeur d'Alene

- Thursday, November 15: Weiser

- Friday, November 16: Boise

Timeline

- October/November - Bidder's Workshops

- December 7 - letter of intent due

- January 25 - applications due

- February/March - applications reviewed

- April - awards announced

- May 10 - mandatory new grantee meeting

- July 1, 2013 – grant period begins (programming)

21st CCLC Staff

Matt Hyde

Coordinator Family and Community Engagement

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Camille McCashland

Program Specialist 21st CCLC

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Doreen Hayes

Administrative Assistant

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Idaho Building Capacity

Deb Long

Regions I & II Regional School Improvement Coordinator
dlong@uidaho.edu

Lori Furgerson

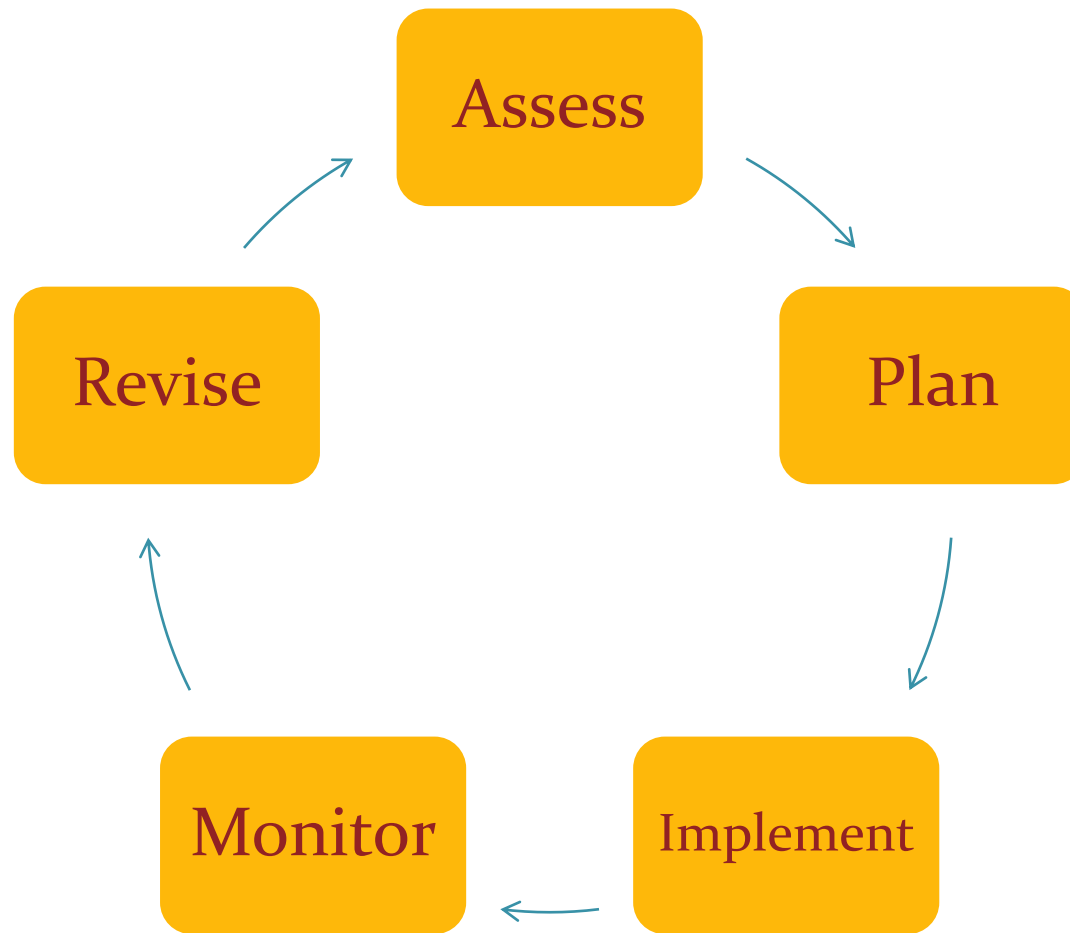*Region III Regional School Improvement Coordinator*
lorifurgerson@boisestate.edu

Deb Pfost

Regions IV, V & VI Regional School Improvement Coordinator
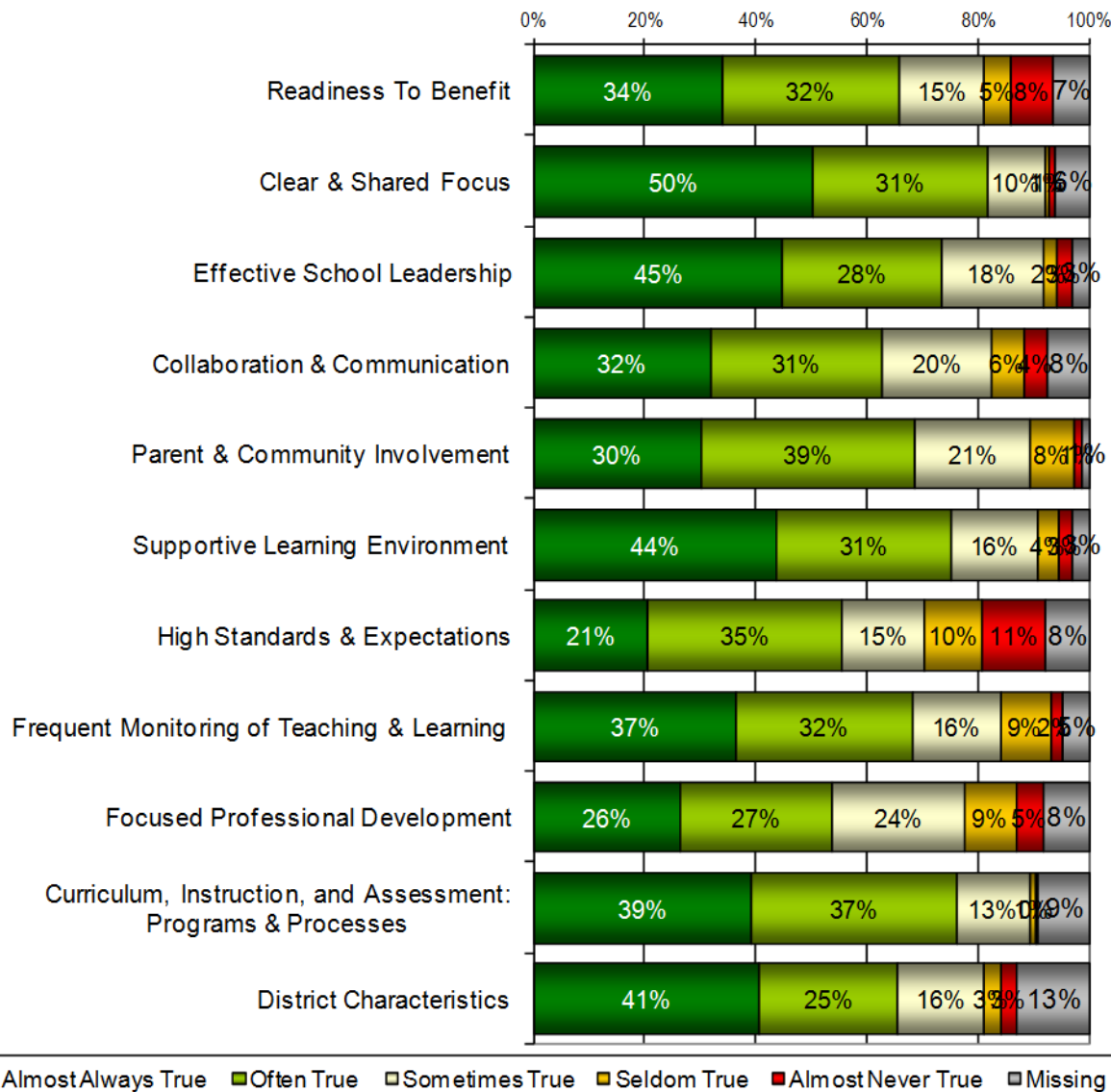*pfosdebr@isu.edu*

IBC Mission

To provide scaffolded support designed to assist Local Education Agencies in building their own internal capacity to sustain their school improvement efforts and ultimately sustainable improved student achievement.
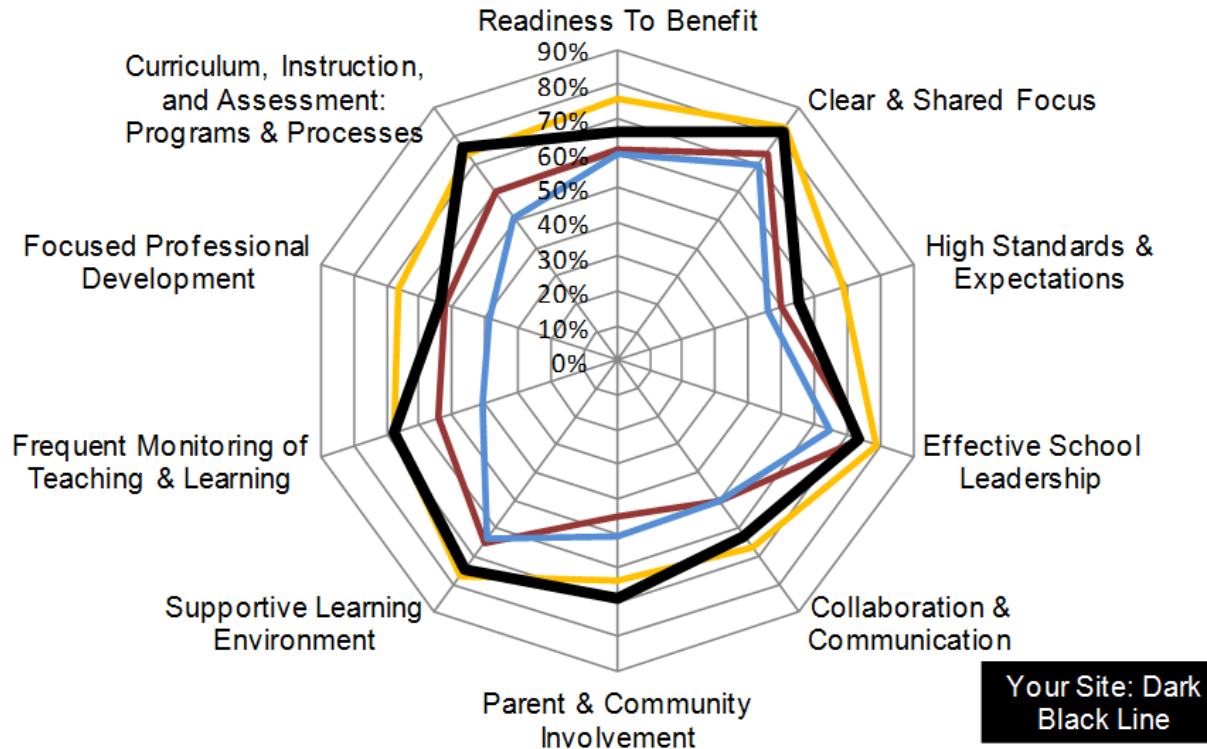
School Improvement Process

9 Characteristics of High Performing Schools
Summary View

Characteristic	Almost Always True	Often True	Sometimes True	Seldom True	Almost Never True	Missing
Readiness To Benefit	34%	32%	15%	5%	8%	7%
Clear & Shared Focus	50%	31%	10%	1%	1%	6%
Effective School Leadership	45%	28%	18%	2%	3%	3%
Collaboration & Communication	32%	31%	20%	6%	4%	8%
Parent & Community Involvement	30%	39%	21%	8%	1%	1%
Supportive Learning Environment	44%	31%	16%	4%	2%	3%
High Standards & Expectations	21%	35%	15%	10%	11%	8%
Frequent Monitoring of Teaching & Learning	37%	32%	16%	9%	2%	5%
Focused Professional Development	26%	27%	24%	9%	5%	8%
Curriculum, Instruction, and Assessment: Programs & Processes	39%	37%	13%	1%	2%	9%
District Characteristics	41%	25%	16%	3%	2%	13%

Legend: Almost Always True, Often True, Sometimes True, Seldom True, Almost Never True, Missing

Comparison with High Performing Idaho Schools
(10% highest performing in Reading and Math)
Percent Positive Responses (futher from center is better)

Readiness To Benefit

Clear & Shared Focus

Curriculum, Instruction, and Assessment: Programs & Processes

High Standards & Expectations

Focused Professional Development

90%
80%
70%
60%
50%
40%
30%
20%
10%
0%

Effective School Leadership

Frequent Monitoring of Teaching & Learning

Collaboration & Communication

Supportive Learning Environment

Parent & Community Involvement

Your Site: Dark Black Line

Idaho Top Performing Schools (Top 10%) N=838 staff
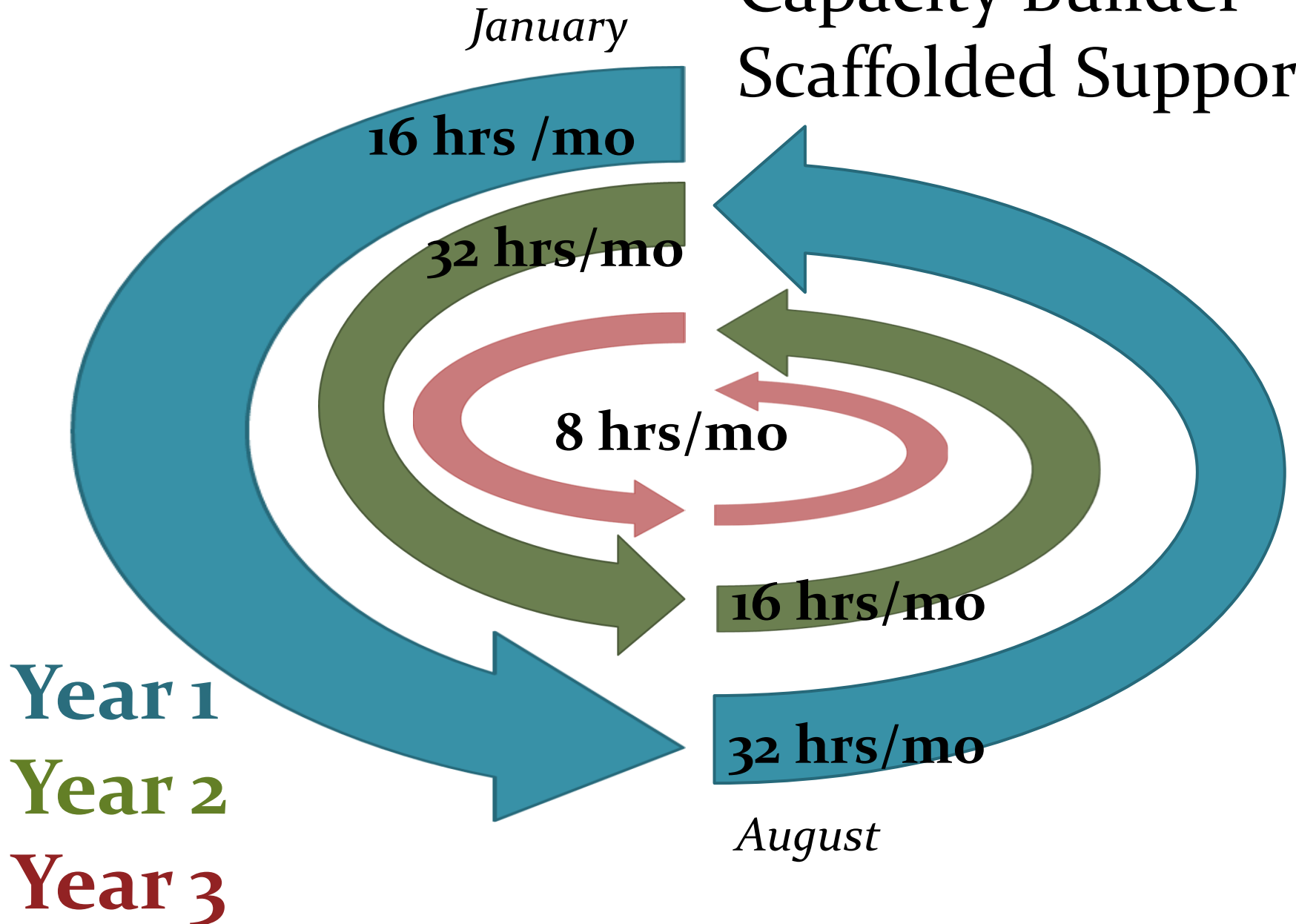
Elems   MS/JH   HS

Readiness to Benefit

- School and District Leadership Team that meets regularly (at least twice a month)

- Willingness to include a Capacity Builder in the Leadership team

Capacity Builder Scaffolded Support

January

16 hrs /mo

32 hrs/mo

8 hrs/mo

16 hrs/mo

32 hrs/mo

August

Year 1
Year 2
Year 3

IBC Cohort VI ~ Rolling Start

Priority or Focus School and in Needs Improvement Year 1+

Applications due December 1, 2012 for **January 1, 2013** start

 All Priority and Focus Schools

Anticipate Title I schools that are rated One, Two, or Three Star

~~Applications Due January 15, 2013 for March 1, 2013 start~~

State funding will be requested in order to serve non- Title Schools for an **August 1, 2013 start**.

Application can be found at: *www.sde.idaho.gov/site/ssos/IBC.htm*

Network of Innovative School Leaders (NISL)

Greg Alexander

System Improvement and Turnaround Leadership Coordinator

galexander@sde.idaho.gov

System Improvement and Turnaround Leadership Coordinator

- System Improvement

  - Identify and work with the lowest achieving schools

  - School Improvement Plans (Continuous, Rapid and Turnaround)

  - School Improvement Grants – Focus Visits and support of the grants

- NISL – Network of Innovative School Leaders

Network of Innovative School Leaders

- NISL is similar to the PALs project

- Developing a Network of Administrators/Leaders

- Build High Performing Teams

- Develop Inter/Intra personal skills for problem solving and structures to work with faculties and staff

- Balcony View

- Use of Data

- Support principals work with WiseTool and Danielson Framework and other areas as needed

NISL Timeline

- Summer Institute this last June (2 days)

- Alternating monthly meetings from 90 minute webinars(4) to day long cohort meetings in Boise and Twin Falls(4 days)

- Summer Institute next summer to wrap up (3 days)

- Applications for 2013-2014 Cohort will come out in January. Help principals plan ahead.

Response to Intervention

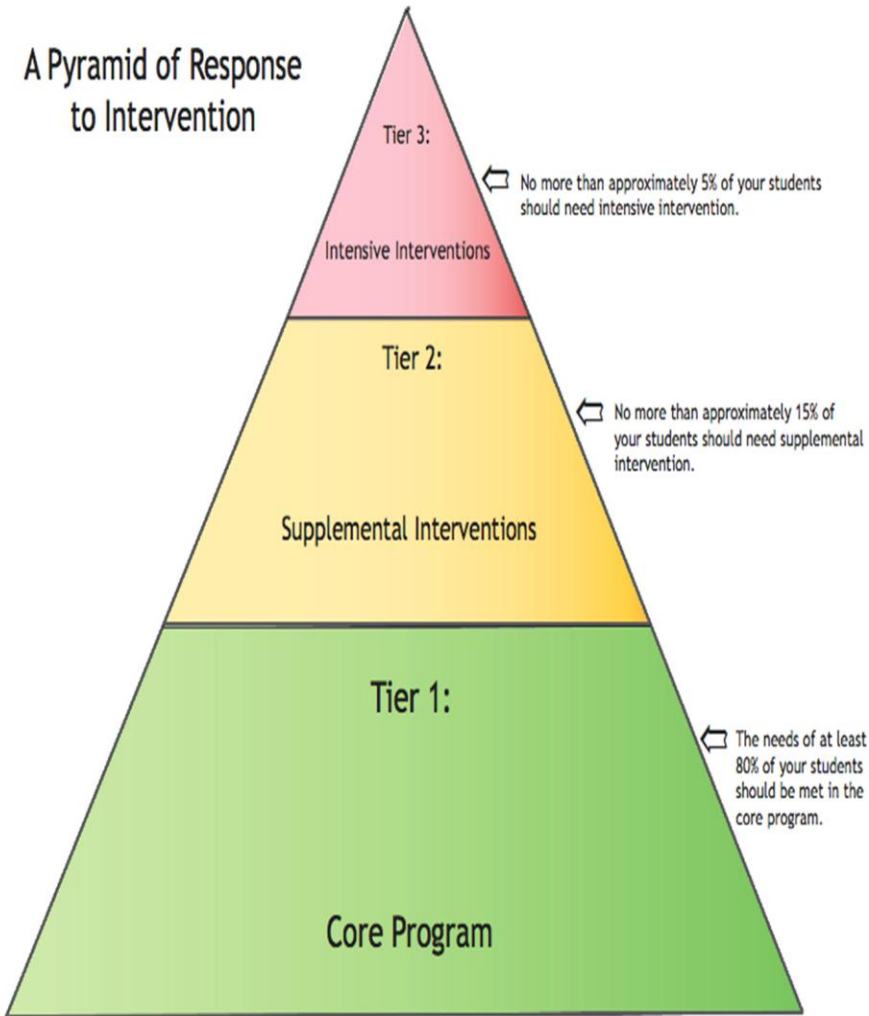**Adria David**

Response to Intervention Coordinator

adavid@sde.idaho.gov

Response to Intervention
The Grant of the Past...

Regional Trainings...

- The process for implementing a multi-level framework - standards-based instruction and evidence based interventions

- Maximize student achievement and reducing behavior problems through universal screeners, early analysis of data, frequent progress monitoring checks

- Problem solving team approach

A Pyramid of Response to Intervention

Tier 3:
Intensive Interventions
⇐ No more than approximately 5% of your students should need intensive intervention.

Tier 2:
Supplemental Interventions
⇐ No more than approximately 15% of your students should need supplemental intervention.

Tier 1:
⇐ The needs of at least 80% of your students should be met in the core program.

Core Program

These days teachers and administrators are asked to collect a lot of student data. However, it's rare that they are asked if their data is clean.

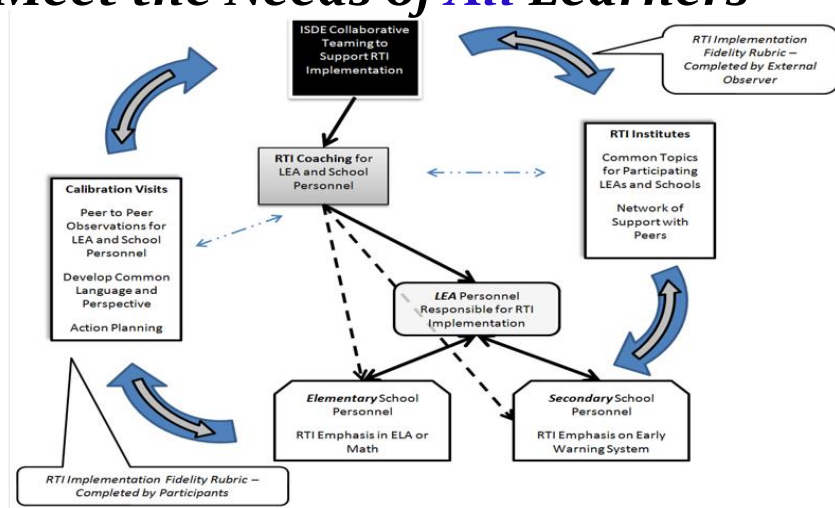http://www.youtube.com/watch?feature=player_detailpage&v=B_USu49aCso#t=3s

State Personnel Development Grant **Awarded**
"The SPDG"

Five Year Grant Opportunity

Funding For:

Moving Forward through Partnership: Implementing RTI to Meet the Needs of All Learners

Who Can Apply?

Districts who can commit to...

- ☐ Elementary and Secondary School
- ☐ RtI District Leadership Team
- ☐ Participate in professional development, training institutions, peer networks and calibration
- ☐ Imbed an RtI Framework
- ☐ Increase achievement and rates of growth for students
- ☐ Partnerships

When To Apply?

In the Near Future

District Applications Available

External Coaching Applications Available

How To Apply?

State website

Applications can be found at:

http://www.sde.idaho.gov/site/rti/

Teacher and Administrator Evaluation
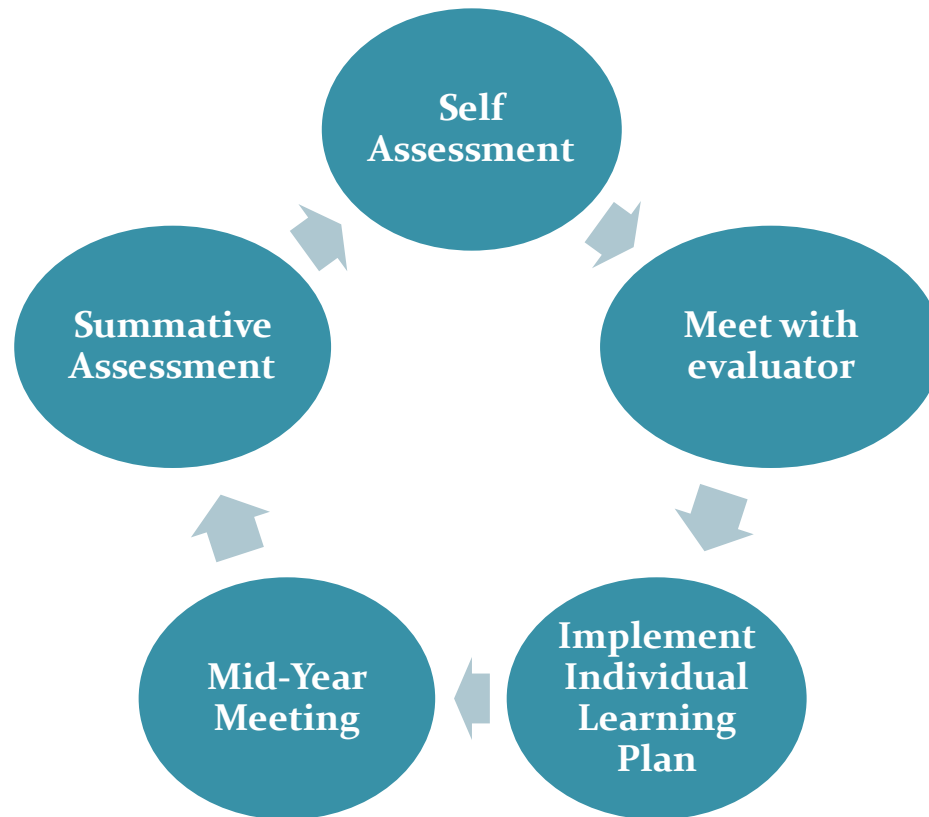
Becky Martin

Teacher Quality Coordinator

bmartin@sde.idaho.gov

Research Shows Comprehensive Evaluation Accelerates School Improvement

□ Use Evaluations to Have Needed Conversations

Make Evaluations Work for your District

- Take advantage of evaluation conversations as highest leverage of practice.

- Keep the evaluation focus narrow, with concrete evidence to support progress or growth

Likely additions to Educator Evaluations

- Evaluators expected to be trained on evaluation

- Evaluations will inform professional development through the use of aggregated data

- Educators will use Individual Professional Learning Plans in concert with educator evaluation

- Ranking system of unsatisfactory equal to '1', basic equal to '2', proficient equal to'3', & distinguished equal to '4'

- Evaluations differentiated for pupil personnel services

- Minimum of 2 formative observations and/or evaluation discussions

Sample Evaluation Documents

Administrator Evaluation Standards

Sample Administrator Evaluation Documents

Teacher and Administrator Sample Formulas for Aggregating Data

Sample Evaluation Calendars

Sample Professional Learning Plans

Understanding the Star Rating Performance Framework

Steve Underwood

Statewide System of Support Director

sunderwood@sde.idaho.gov

Performance Framework

Conjunctive

- AYP
  - Pass/Fail ... all or nothing

  - You have to pass x, and y, and z ... otherwise you fail to meet the target

Compensatory

- Star Rating
  - Spectrum of performance

  - Strong performance in one area can make up for weaker performance in another area

AYP

2011 - 2012 Adequate Yearly Progress Report ABC SCHOOL DISTRICT / ABC SENIOR HIGH SCHOOL				
Was AYP Met?	**School Improvement Status**	**Reading Goal**	**Math Goal**	**3rd I Goal**
No	School Improvement Year 5	School Improvement Year 3 *	School Improvement Year 5	Met A

Targets Missed:
All Students: Math Proficiency
Economically Disadvantaged : Math Proficiency
White: Math Proficiency

		ISAT Reading		ISAT Math		3rd Indicator
Grades: 10	% Tested	% Proficient	% Tested	% Proficient		Graduation
	Goal: 95.0%	Goal: 85.6%	Goal: 95.0%	Goal: 83.0%		Goal: 90.0%
All Students	98.4%	91.4%	98.7%	80.2%		88.1%
African American	~	~	~	~		
Asian	~	~	~	~		
American Indian	~	~	~	~		
Hispanic	100%	~	100%	~		
Native Hawaiian/Pacific Islander	~	~	~	~		
White	98.7%	92%	98.7%	82.1%		
Limited English Proficiency	100%	~	100%	~		
Economically Disadvantaged	98.8%	85.8%	99.4%	72.2%		
Students with Disabilities	95%	~	97.5%	~		

STAR RATING (a)

OVERALL STAR RATING
3 star
62 out of 100 points

ACHIEVEMENT

Content Area	Percent Proficient / Advanced	Points Earned	Points Eligible
ISAT Reading	83.8%	4	5
ISAT Math	67.7%	3	5
ISAT Language	69.0%	3	5

** Calculated using average of last three years data

Percentage of points:
10 / 15 = 66.7%

Total points for this area:
13 / 20

GROWTH TO ACHIEVEMENT

Content Area	Median Student Growth Percentile (SGP)	Median Student Adequate Growth Percentile (AGP)	Made Adequate Growth?	Points Earned	Points Eligible
Reading	47.0	5.0	Yes	3	5
Math	38.0	20.0	Yes	2	5
Language	46.0	26.0	Yes	3	5

Percentage of points:
8 / 15 = 53.3%

Total points for this area:
16 / 30

STAR RATING (b)

GROWTH TO ACHIEVEMENT - AT RISK SUBGROUP

Content Area	Median Student Growth Percentile (SGP)	Median Student Adequate Growth Percentile (AGP)	Made Adequate Growth?	Points Earned	Points Eligible
Reading	45.0	9.0	Yes	12	20
Math	34.0	39.0	No	4	20
Language	43.0	43.0	Yes	12	20

Percentage of points:
28 / 60 = 46.7%

Total points for this area:
9 / 20

POST SECONDARY

Content Area	Points Earned	Points Eligible
Graduation	8	10
Advanced Opportunity	5	5
College Entrance Placement	3	5

Percentage of points:
16 / 20 = 80.0%
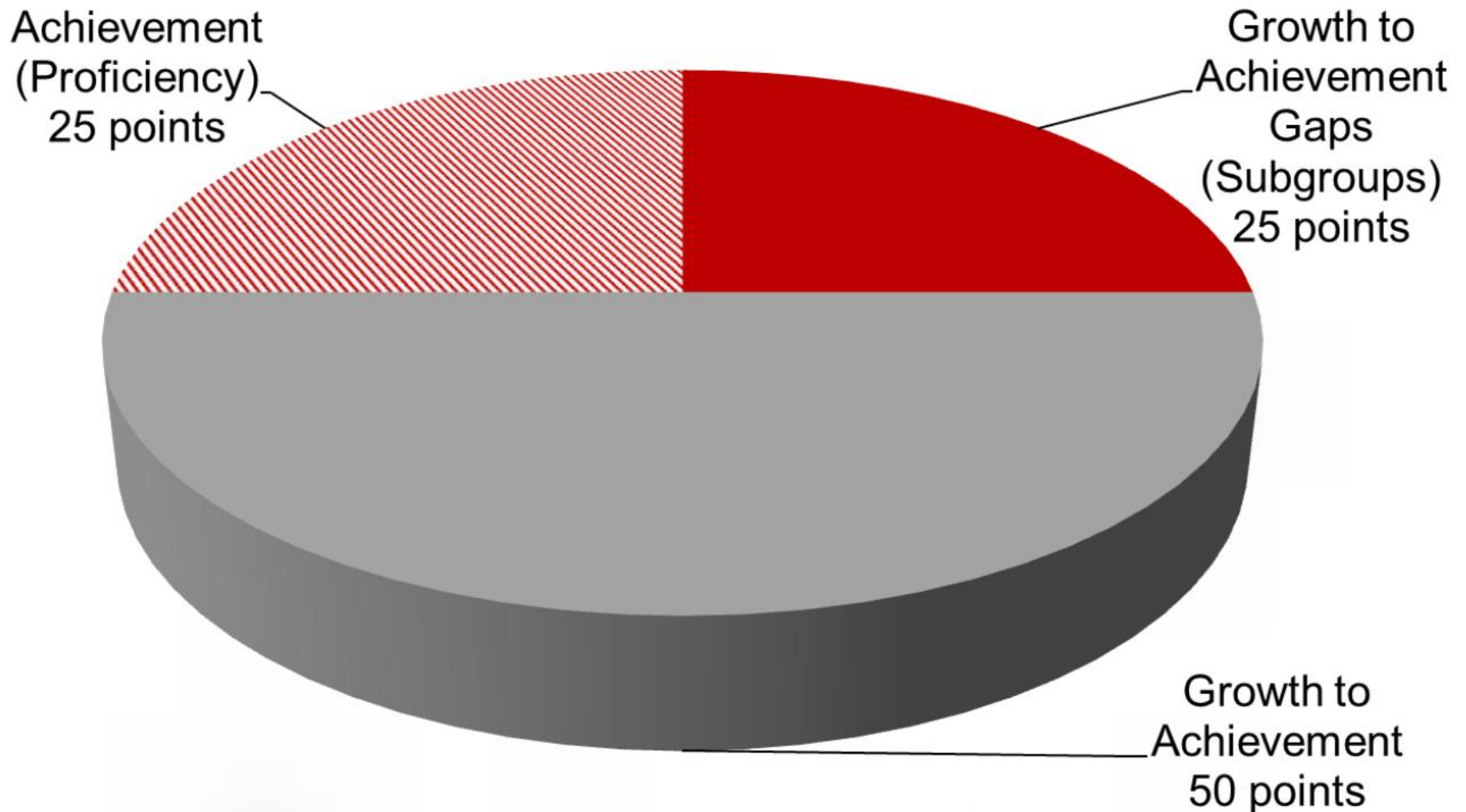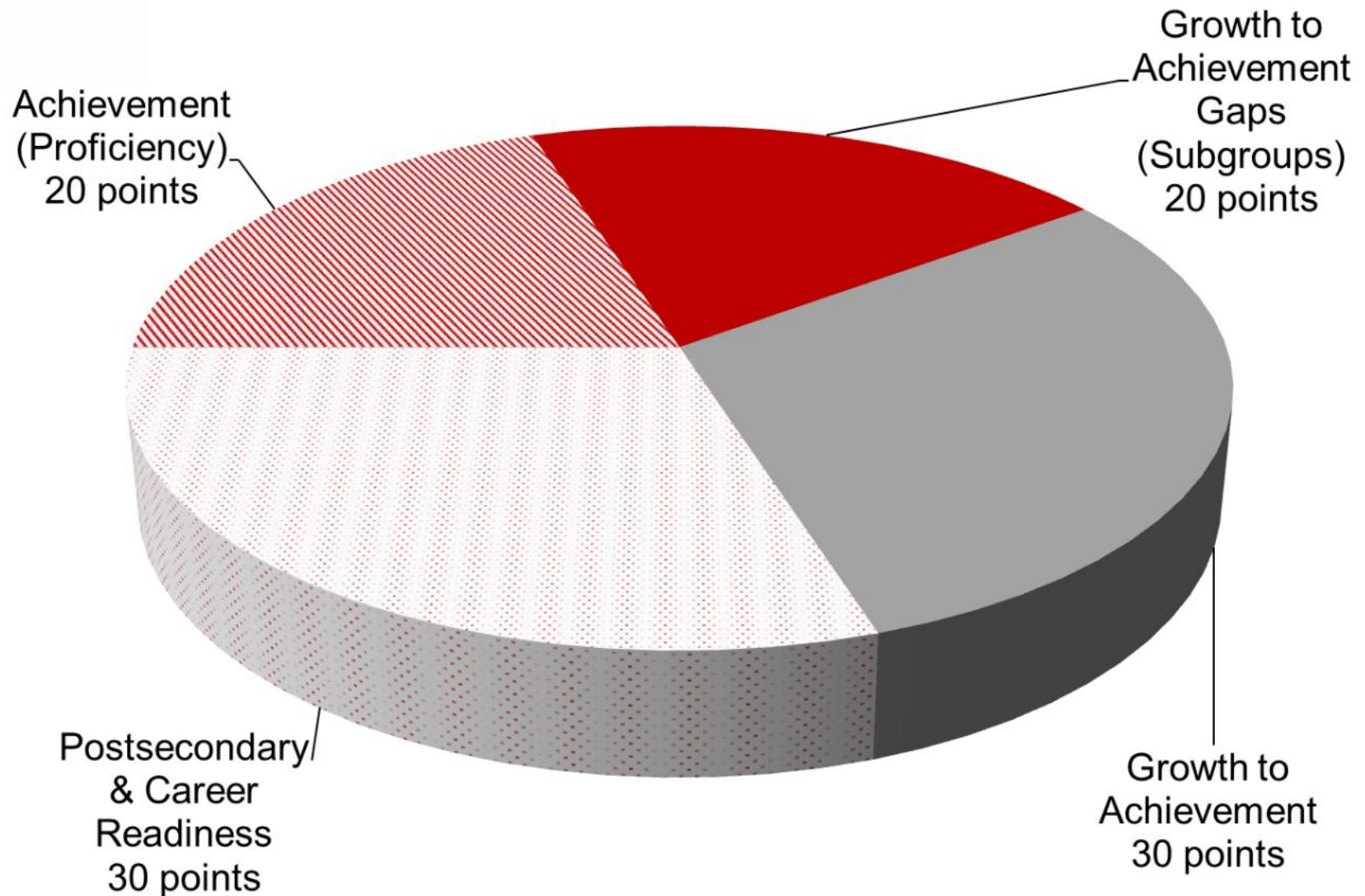
Total points for this area:
24 / 30

PARTICIPATION

Was participation met? Yes

Elementary and Middle Schools

Achievement (Proficiency) 25 points

Growth to Achievement Gaps (Subgroups) 25 points

Growth to Achievement 50 points

Achievement

ACHIEVEMENT			
Content Area	Percent Proficient / Advanced	Points Earned	Points Eligible
ISAT Reading	83.8%	4	5
ISAT Math	67.7%	3	5
ISAT Language	69.0%	3	5
** *Calculated using average of last three years data*			
Percentage of points: 10 / 15 = 66.7%			
Total points for this area: 13 / 20			

Percent Proficient and Advanced	Points Eligible
95% - 100%	5
84% - 94%	4
65% - 83%	3
41% - 64%	2
≤ 40%	1

Growth - Overview

□ Example – Growth for At-Risk Students

1. SGP
2. SGP > AGP? **Yes or No?**
3. Points Earned <u>versus</u> Points Eligible
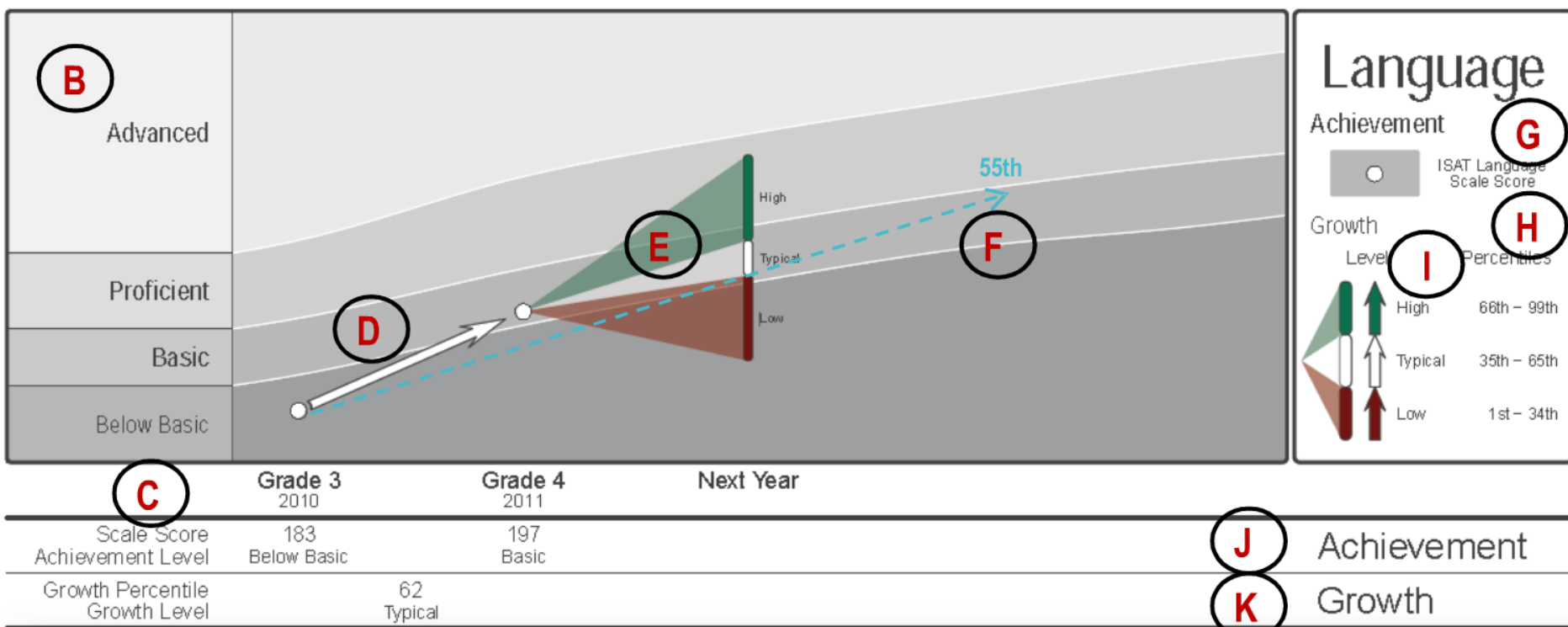4. Percentage of Points <u>versus</u> Total Points

GROWTH TO ACHIEVEMENT - AT RISK SUBGROUP					
Content Area	Median Student Growth Percentile (SGP)	Median Student Adequate Growth Percentile (AGP)	Made Adequate Growth?	Points Earned	Points Eligible
Reading	45.0	9.0	Yes	12	20
Math	34.0	39.0	No	4	20
Language	43.0	43.0	Yes	12	20
Percentage of points: 28 / 60 = 46.7%					
Total points for this area: 9 / 20					

Student Growth Terms

Idaho uses two different types of growth measures:

- **<u>Student Growth Percentiles (SGP)</u>** - a normative measure. It compares students with other Like-performing students across the state. An SGP produces a relative percentile score (such as 70th percentile) that tells the student that they scored better than 69 percent of students who had scores like them in the previous year in the state.

- **<u>Adequate Student Growth Percentiles (AGP)</u>** - a criterion-referenced measure relative to proficiency. It measures how far away from proficiency a student is and answers: "How much growth would a student have to make to reach proficiency in three years or by 10th grade?" A student can make 70th percentile growth and still not meet AGP goals.

A. Student First Last Name — Sample School

B. Advanced / Proficient / Basic / Below Basic

Language Achievement

G ISAT Language Scale Score

Growth Level Percentiles

High 66th – 99th
Typical 35th – 65th
Low 1st – 34th

55th

High
Typical
Low

	Grade 3 2010	Grade 4 2011	Next Year	
Scale Score Achievement Level	183 Below Basic	197 Basic		**J** Achievement
Growth Percentile Growth Level		62 Typical		**K** Growth

A. Displays the student's name and school in which the student had been continuously enrolled in SY 2010-2011
B. Lists the proficiency level
C. Displays the student's grade and school year
D. Student Growth Percentile (SGP) is represented by the arrow between the two white circles, refer to I.
E. Displays the projected growth levels necessary to earn proficiency next year
F. Adequate Growth Percentile (AGP) is represented by the dotted line (display coming late 2012)[1]
G. Displays the subject
H. Scale score is represented by the white circle (○)
I. In the state of Idaho, the green growth arrow is considered high growth; white is typical; and red is low, refer to D.
J. Displays the student's scale score and proficiency level
K. Displays the student's growth percentile and growth level

Growth: All

GROWTH TO ACHIEVEMENT					
Content Area	Median Student Growth Percentile (SGP)	Median Student Adequate Growth Percentile (AGP)	Made Adequate Growth?	Points Earned	Points Eligible
Reading	36.0	21.0	Yes	2	5
Math	31.0	38.0	No	1	5
Language	34.0	38.0	No	1	5
Percentage of points: 4 / 15 = 26.7%					
Total points for this area: 13 / 50					

MEET THE ADEQUATE GROWTH PERCENTILE?
SGP≥AGP?

Yes, met Adequate Growth Percentile (SGP≥AGP)

Median Student Growth Percentile (SGP)	Points
66-99	5
52-65	4
43-51	3
30-42	2
1-29	1

No, did not meet Adequate Growth Percentile (SGP<AGP)

Median Student Growth Percentile (SGP)	Points
70-99	5
61-69	4
51-60	3
36-50	2
1-35	1

Growth: At-Risk

GROWTH TO ACHIEVEMENT - AT RISK SUBGROUP					
Content Area	Median Student Growth Percentile (SGP)	Median Student Adequate Growth Percentile (AGP)	Made Adequate Growth?	Points Earned	Points Eligible
Reading	45.0	9.0	Yes	12	20
Math	34.0	39.0	No	4	20
Language	43.0	43.0	Yes	12	20
Percentage of points: 28 / 60 = 46.7%					
Total points for this area: 9 / 20					

L MEET THE ADEQUATE GROWTH PERCENTILE?
SGP≥AGP?

Yes, met Adequate Growth Percentile (SGP≥AGP)

Median Student Growth Percentile (SGP)	Points
66-99	5
52-65	4
43-51	3
30-42	2
1-29	1

No, did not meet Adequate Growth Percentile (SGP<AGP)

Median Student Growth Percentile (SGP)	Points
70-99	5
61-69	4
51-60	3
36-50	2
1-35	1

College and Career Readiness

POST SECONDARY		
Content Area	**Points Earned**	**Points Eligible**
Graduation	8	10
Advanced Opportunity	5	5
College Entrance Placement	3	5
Percentage of points: 16 / 20 = 80.0%		
Total points for this area: 24 / 30		

Graduation	
Graduation Rates	**Points Eligible**
90% - 100%	10
81% -89%	8
71% - 80%	6
61% - 70%	4
≤ 60%	2

CC Readiness (cont.)

Advanced Opportunity Eligible Points

Percent Completing Advanced Opportunity	Percent Completing an Advanced Opportunity Course with C or better				
	90%-100%	75%-89%	60%-74%	40%-59%	≤ 39%
50% - 100%	5	5	3	2	1
25% - 49%	5	4	3	2	1
16% - 24%	4	4	3	2	1
6% - 15%	3	2	2	1	1
≤ 5%	1	1	1	1	1

CC Readiness (cont.)
College Entrance/Placement Exams

Percent of Students Meeting College Entrance or Placement Benchmark*			
Points Eligible	Year 1 - School Year 2012-2013	Year 2 - School Year 2013-2014	Year 3 - School Year 2014-2015
5	25% - 100%	35% - 100%	45% - 100%
4	20% - 24%	30% - 34%	40% - 45%
3	15% - 19%	25% - 29%	35% - 39%
2	10% - 14%	20% - 24%	30% - 34%
1	< 10%	<20%	< 30%

Overall Star Rating

Elementary and Middle Schools

Achievement (Proficiency) 25 points

Growth to Achievement Gaps (Subgroups) 25 points

Growth to Achievement 50 points
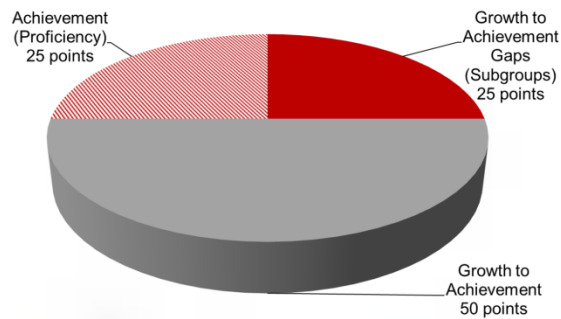
High Schools Serving Grade 12

Achievement (Proficiency) 20 points

Growth to Achievement Gaps (Subgroups) 20 points

Postsecondary & Career Readiness 30 points

Growth to Achievement 30 points
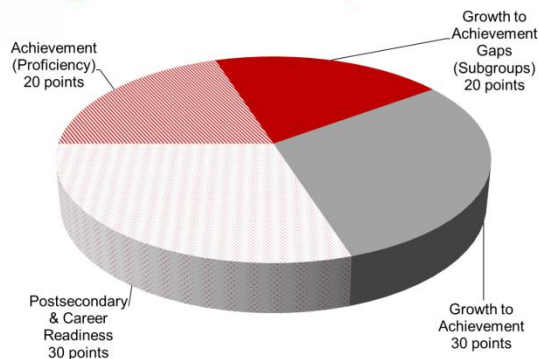
Star Rating	Total Point Range
★★★★★	83-100
★★★★	67-82
★★★	54-66
★★	40-53
★	≤39

Different Performance, Same Star Rating

Star Rating	Total Point Range
☆☆☆☆☆	83-100
☆☆☆☆	67-82
☆☆☆	54-66
☆☆	40-53
☆	≤39

Other Schools	Possible	School A	School B
Achievement	25	24	10
Growth - All	50	35	44
Growth - Subgroups	25	17	20
Total	*100*	*76*	*74*
Star		*4*	*4*

School with Grade 12	Possible	School C	School D
Achievement	20	17	9
Growth - All	30	16	26
Growth - Subgroups	20	15	18
College/Career Readiness	30	23	17
Total	*100*	*71*	*70*
Star		*4*	*4*

Summary

- Whether a school has a large population of high achieving students or a large population of students working hard to achieve success…both schools can achieve high star ratings.

- Demographic factors such as large populations of low-income students will not keep a school from having success.

- High growth to achievement and subgroup growth scores can offset lower achievement scores, and will, over time, lead to improved achievement.

What's New with the WISE Tool

Deb Pfost

Regional School Improvement Coordinator

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Form a Leadership Team

Assess

Plan

Implement

Monitor

Revise

The WISE Tool has a new look.

New Dashboard

Ways to Improve School Effectiveness (WISE)

SMART Goals

- The first task of the Leadership Team is to develop SMART Goals in the WISE Tool.

- *Improvement Planning & Implementation Workbook* (pgs. 21 and 39)

Skyway Elementary School
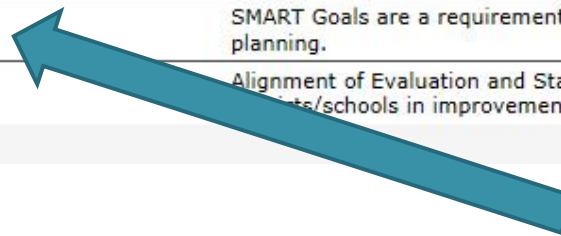
Coeur d'Alene School District

| Home | **Forms to Complete** | Required Reports | Docs & Links |

Click on each form to update, save, and/or send for review, if applicable. To submit a copy of the form to your state department, please go to the 'Required Reports' tab to find the due date and submit button.

Form	Status	Description
Schoolwide Program Supplemental Documentation		This section is only required to be completed by schools seeking approval to operate as a Title I Schoolwide Program.
School Restructuring Supplemental Plan		The School Restructuring Supplemental Plan is a requirement for all schools in School Improvement Year 4 and beyond.
SMART Goals		SMART Goals are a requirement of all districts/schools in improvement planning.
Alignment of Evaluation and State Funding Plans		Alignment of Evaluation and State Funding Plans are a requirement of all ...ts/schools in improvement planning

SMART Goals

New WISE Indicators

☐ Review the new district and school indicators that have been included in the WISE Tool.

☐ 3 new District Indicators (pg. 19)

☐ 18 new School Indicators (pg. 34)

☐ 24 new Secondary School Indicators (pg. 38)

Skyway Elementary School

Coeur d'Alene School District

| Home | Forms to Complete | **Required Reports** | Docs & Links |

To submit, click the submit button for each form or report that is due.

Click the date of the Submitted and Previous to view these reports.

Report Name	Submit By	Submit	Submitted	Previous
Ways to Improve School Effectiveness (WISE) - School Indicators	March 1, 2013	submit		
School Restructuring Plan Indicator Report	March 1, 2013	submit		
Transformation Toolkit Report		submit		
School Turnaround Indicator Report	March 1, 2013	submit		
School Improvement Supplemental Plan Report -(Previous submission)		submit		
Schoolwide Program Supplemental Documentation Report		submit		
Corrective Action Supplemental Plan Report -(Previous submission)		submit		
School Restructuring Supplemental Plan Report	March 1, 2013	submit		
SMART Goals	March 1, 2013	submit		
Alignment of Evaluation and State Funding Plans	March 1, 2013	submit		

Required reports, due dates, and submit buttons.

Quality Tasks in Action Plans

A task in an action plan...

- Aligns and supports the selected indicator

- Starts with an action verb (design, create, assess, analyze, provide, identify, etc.)

- Is simple, small, sequential vs. complex, large, multiple steps

- Is observable, measurable, do-able

- Will move the team forward to full implementation of the indicator

Sample Task 1

- Achieve a 5 Star rating by improving academic achievement.

- Person Responsible: Principal

- Target Completion Date: 06/01/2013

Sample Task 2

- Complete a Carousel Activity with the staff using the perceptual surveys (CEE) to review and analyze the data to identify strengths, progress, weaknesses, and celebrations on the 9 Characteristics of High Performing Schools.

- Person Responsible: School Leadership Team

- Target Completion Date: 08/15/2012

Sample Task 3

- Should we have a parent on the School Leadership Team?

- Person Responsible: Principal

- Target Completion
  Date: 10/30/2012

Indicator IIIA33 - All teachers interact socially with students (noticing and attending to an ill student, asking about the weekend, inquiring about the family).

- **Describe current level of development:** Teachers feel that this indicator is a crucial part of building rapport with our student population. However we feel that this is an area that can be improved upon.

- **How it will look when fully met:** Teachers and staff members will interact socially with students using positive statements and show concern for the wellbeing of all students. We will also develop a culture that is based around a set of core values and we will use these values to interact with our students. Through the core values we will ensure that students feel safe, respected and have the responsibility to complete all academic assignments and assessments.

Tasks

1. Determine core values

2. Create school wide expectations among staff for promoting core values in classrooms

3. Introduce the PTA to the core values & enlist their support and input to increase the effectiveness of the core value program.

4. Teach students about the core values during a kick-off assembly.

5. Hold core value assemblies once per month to focus on a single core value.

6. Create and hang core value classroom posters & school banner in each class, hallways, and in the gym.

7. Incorporate core value discussions into morning meetings.

8. Handout "PAWS" for students who are living up to the core values to be displayed in the hallways of the entire school.

Ideas for moving from compliance to quality Improvement Plans:

- At your table share ideas of how your Leadership Team will improve the District or School Improvement Plan or process during the 2012 – 2013 school year.

- Share ideas on how to use the WISE Tool more effectively for improvement planning.

Statewide School Improvement Technical Assistance

- SDE Statewide System of Support

- Regional School Improvement Centers

- Idaho Building Capacity Project

- Improvement Planning & Implementation Workbook

- Fall Tour

- Idaho Districts and Schools
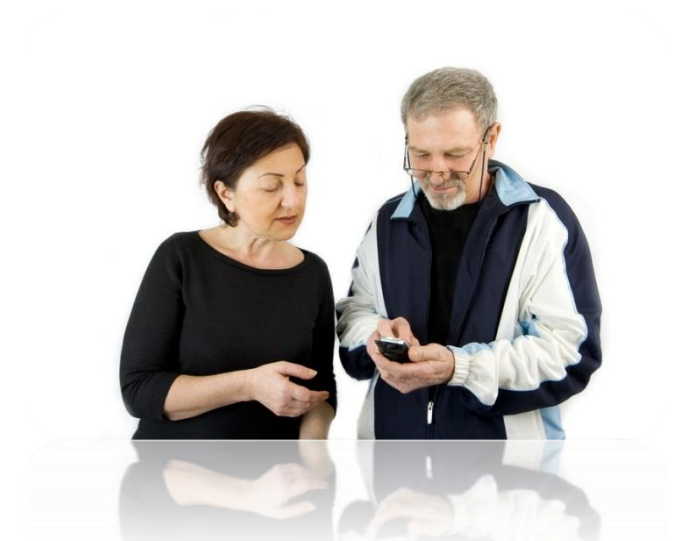
Overview of Plans

Lori Furgerson

Region III Regional School Improvement Coordinator

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star rating + progress over time = improvement planning category*

* District level improvement plan requirements for the 2012-2013 school year will continue to be based on school improvement status

Star Ranking and Plan Determination
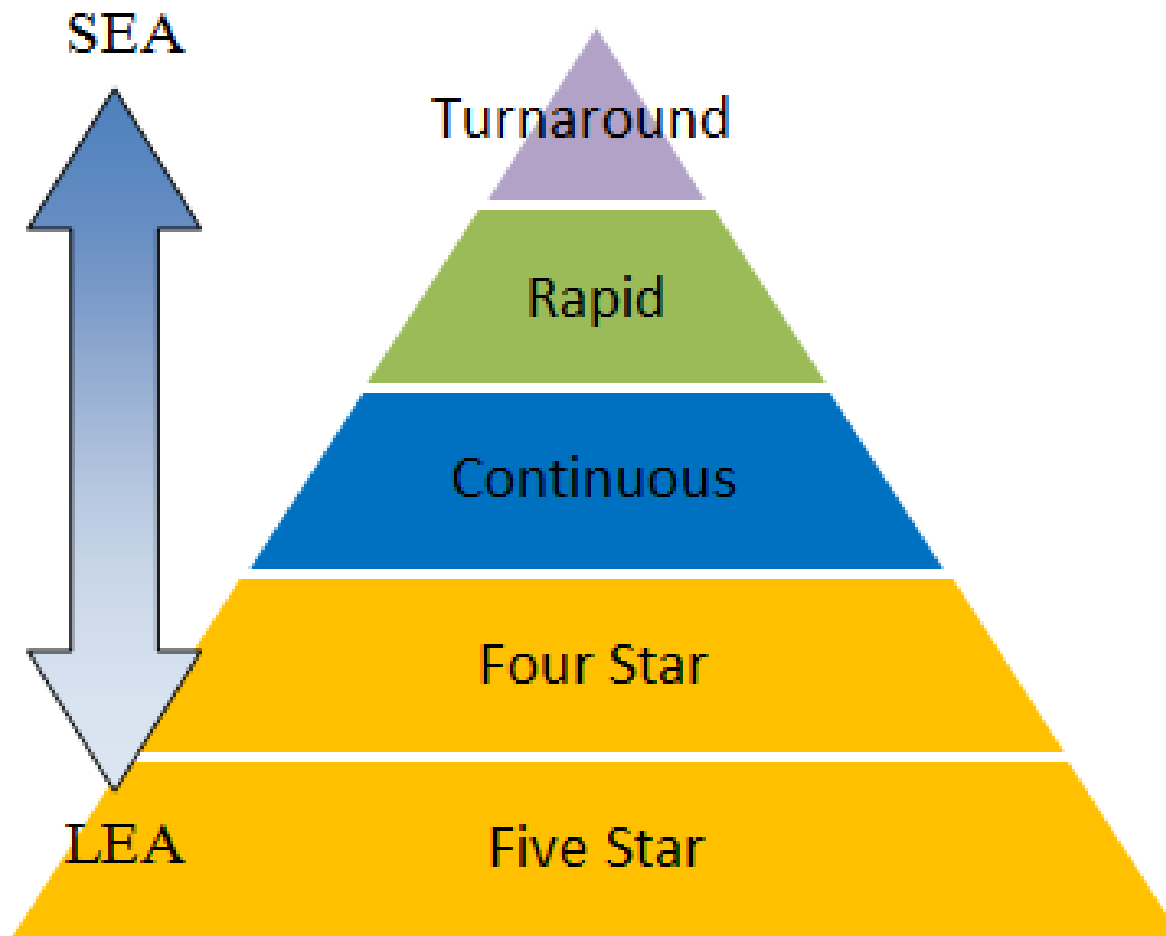
District Responsibility

- Use a meaningful process to review the plans.

- Submit the final plans to the SDE.

Monitor

- The most significant change to the review rubric is the addition of a monitor section. *pg. 45*

Requirements of **ALL** School Improvement Plans

- Each plan has their own requirements, but the following are required of ALL plans:

  - SMART Goals

  - Alignment of Evaluation and State Funding Plan

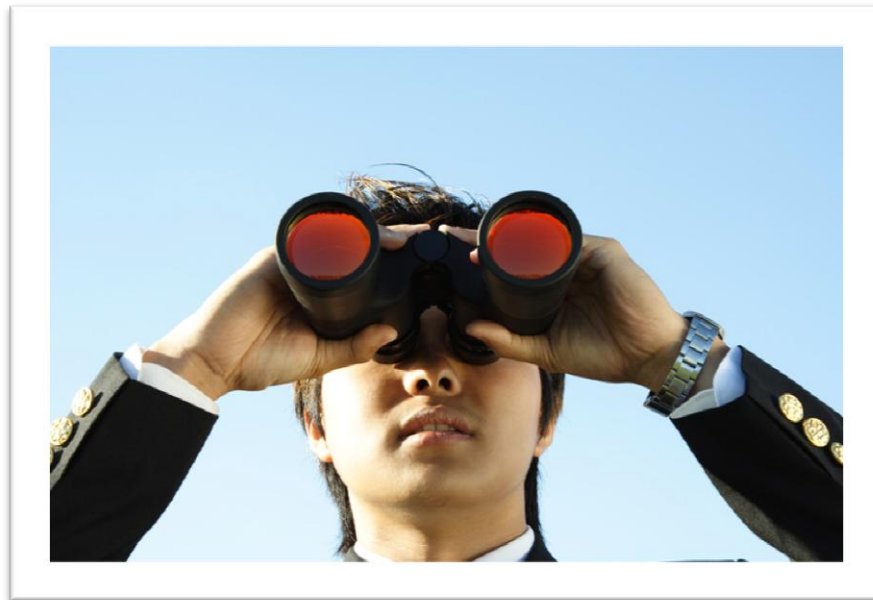# IDAHO
STATE DEPARTMENT OF EDUCATION

Skyway Elementary School

Coeur d'Alene School District

| Home | **Forms to Complete** | Required Reports | Docs & Links |

Click on each form to update, save, and/or send for review, if applicable. To submit a copy of the form to your state department, please go to the 'Required Reports' tab to find the due date and submit button.

Form	Status	Description
Schoolwide Program Supplemental Documentation		This section is only required to be completed by schools seeking approval to operate as a Title I Schoolwide Program.
School Restructuring Supplemental Plan		The School Restructuring Supplemental Plan is a requirement for all schools in School Improvement Year 4 and beyond.
SMART Goals		SMART Goals are a requirement of all districts/schools in improvement planning.
Alignment of Evaluation and State Funding Plans		Alignment of Evaluation and State Funding Plans are a requirement of all districts/schools in improvement planning

Alignment of Evaluation and State Funding Plan

Idaho

Alignment of Evaluation and State Funding Plans

Complete this section after developing your overall plan for improvement in the WISE Tool.
Each answer should be 500 words or less.

Page 1 of 1

1. Briefly describe how the use of State funds for teachers and leaders (i.e., hard-to-fill, leadership, and pay for performance) aligns with the plan for improvement.

2. Briefly describe how the school has aligned State funding opportunities for dual credit, technology, and remediation (if applicable) to the plan for improvement.

3. Briefly describe how the teacher and administrator evaluation process will be used to enhance the plan for improvement.

Save   Save and Preview   Close

Assurance Pages

One set per District (pgs.64-65)
- 2012-2013 Assurance Form Coversheet (pg. 64)

- 2012-2013 Improvement Planning and Implementation Statement of Assurance (pg. 65)

ALL plans and assurance pages are due by 5 pm MST on March 1st, 2013

Continuous Improvement Plan
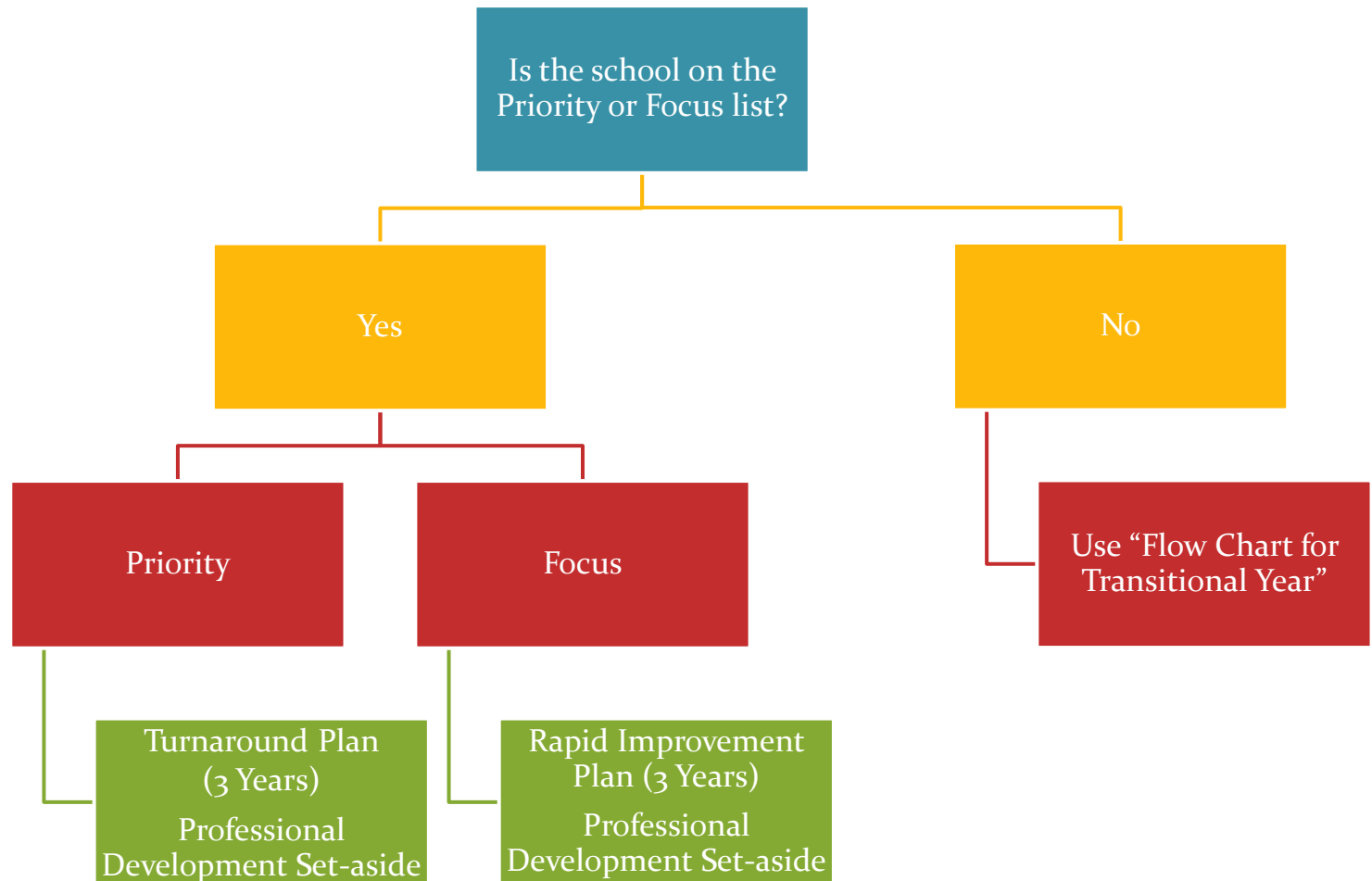
Lori Furgerson

Region III Regional School Improvement Coordinator

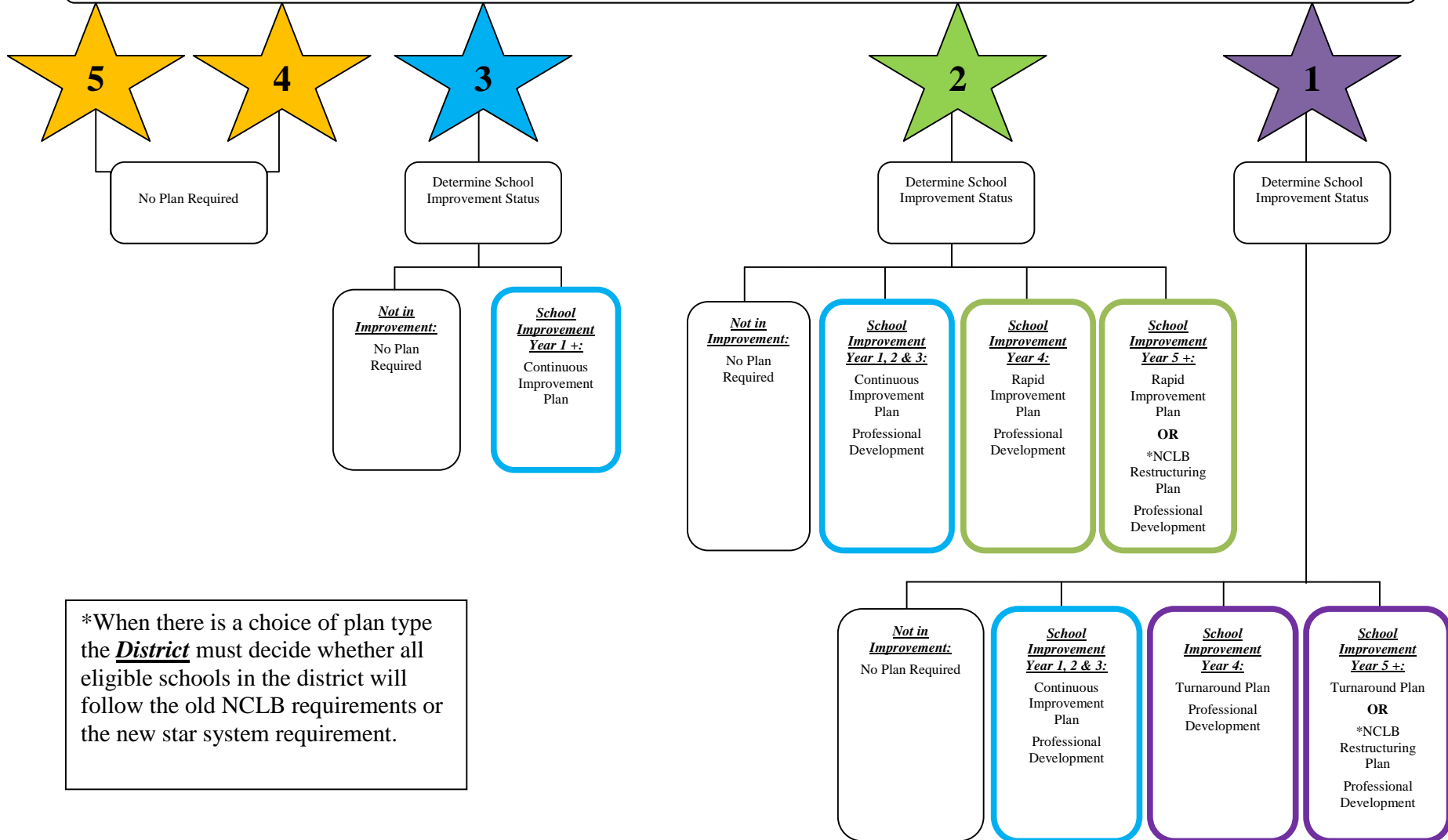*lorifurgerson@boisestate.edu*

Continuous Improvement

- Continuously plan for 5 indicators in the WISE tool

  - District/school discretion

- 1 year at a time

- Continuous Improvement Plan Compliance Checklist *pg. 43*

- Continuous Improvement Plan Scoring Rubric *pg. 45*

Requirements for 2012-2013

Flow Chart for Transitional School Improvement Planning 2012-2013

Determine Current Star Rating for the School

5 ★   **4** ★   **3** ★   **2** ★   **1** ★

5 / 4:
No Plan Required

3:
Determine School Improvement Status

- *Not in Improvement:*
  No Plan Required

- *School Improvement Year 1 +:*
  Continuous Improvement Plan

2:
Determine School Improvement Status

- *Not in Improvement:*
  No Plan Required

- *School Improvement Year 1, 2 & 3:*
  Continuous Improvement Plan
  Professional Development

- *School Improvement Year 4:*
  Rapid Improvement Plan
  Professional Development

- *School Improvement Year 5 +:*
  Rapid Improvement Plan
  OR
  *NCLB Restructuring Plan
  Professional Development

1:
Determine School Improvement Status

- *Not in Improvement:*
  No Plan Required

- *School Improvement Year 1, 2 & 3:*
  Continuous Improvement Plan
  Professional Development

- *School Improvement Year 4:*
  Turnaround Plan
  Professional Development

- *School Improvement Year 5 +:*
  Turnaround Plan
  OR
  *NCLB Restructuring Plan
  Professional Development

*When there is a choice of plan type the *__District__* must decide whether all eligible schools in the district will follow the old NCLB requirements or the new star system requirement.
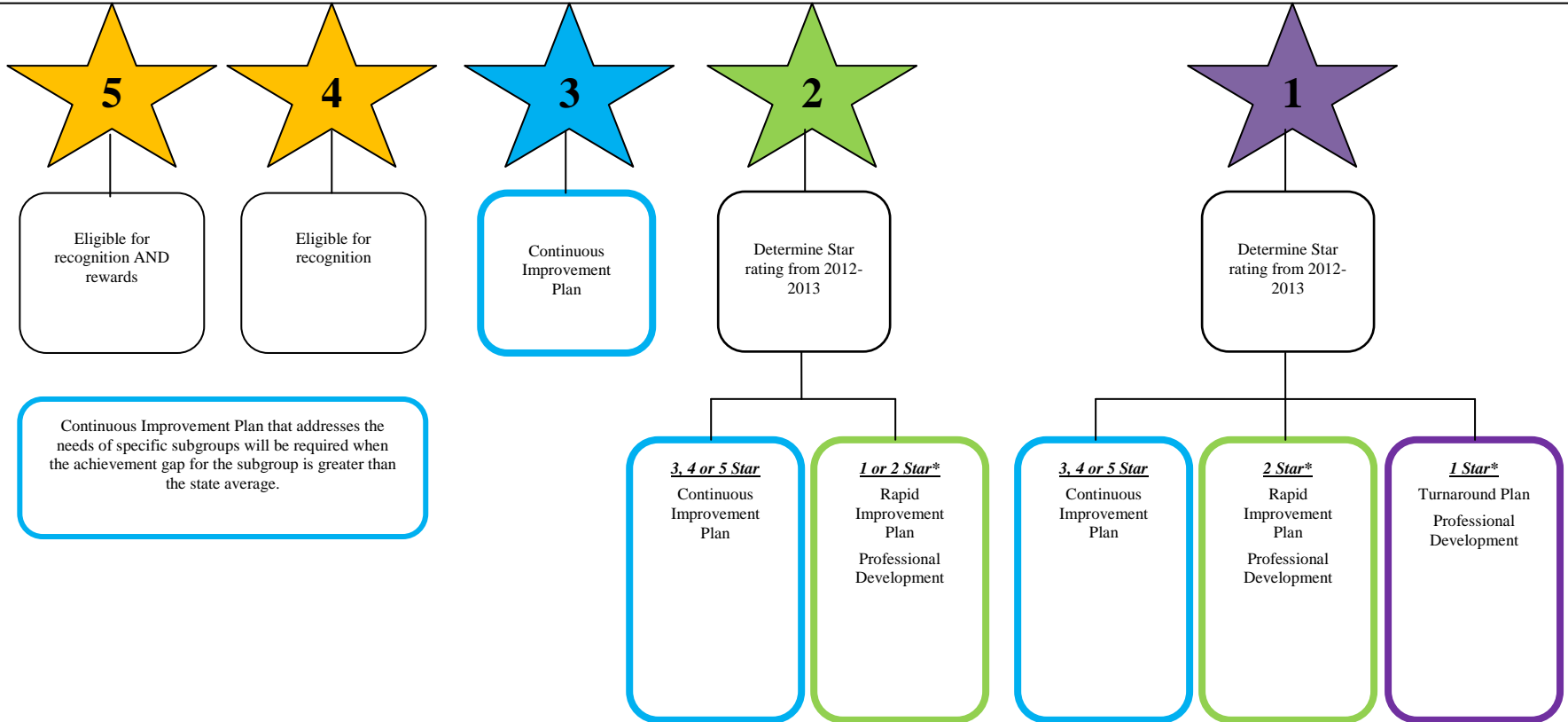
Flow Chart for School Improvement Planning 2013-2014

This flow chart is for reference only. Not for use during 2012-2013 school year.

Determine Current Star Rating for the School

5 — Eligible for recognition AND rewards

4 — Eligible for recognition

3 — Continuous Improvement Plan

2 — Determine Star rating from 2012-2013

1 — Determine Star rating from 2012-2013

Continuous Improvement Plan that addresses the needs of specific subgroups will be required when the achievement gap for the subgroup is greater than the state average.

From **2** → Determine Star rating from 2012-2013:
- **3, 4 or 5 Star** — Continuous Improvement Plan
- **1 or 2 Star*** — Rapid Improvement Plan / Professional Development

From **1** → Determine Star rating from 2012-2013:
- **3, 4 or 5 Star** — Continuous Improvement Plan
- **2 Star*** — Rapid Improvement Plan / Professional Development
- **1 Star*** — Turnaround Plan / Professional Development

*Schools requiring a Rapid Improvement Plan or a Turnaround Plan will continue these requirements for three (3) years, regardless of annual change of star rating. If a school achieves a higher star rating for two (2) consecutive years, the requirements will change accordingly.

Title I - Set-Aside

Deb Pfost

Regions IV, V & VI Regional School Improvement Coordinator

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School Choice and SES

☐ Choice related transportation and Supplemental Educational Services are no longer required.

Continued Choice

- Regarding students that were previous recipients of School Choice, the LEA must continue to allow such students to remain enrolled in the school of choice through the final grade level served by that school. LEAs are not required to pay for transportation costs.

What is required for Turnaround and Rapid Improvement Schools?

- Provide **a plan**, within the WISE Tool, for how you will meet the needs of eligible students including information on how the district or school will provide students with **extended learning time.**

- The district must send **notification** to eligible students at least 14 days prior to the beginning of the first day of school that they are eligible for **extended learning time** and make parents and students aware of their **enrollment options.**

Eligible Students

- Students who are currently **not proficient _and_ who have not made adequate growth** on either the Reading or Math sections of the ISAT.

- And enrolled in
  Rapid Improvement
  or Turnaround Schools
  (including Focus and Priority
   Schools).

Extended Learning Time

- Must occur outside of the time allotment that counts toward Average Daily Attendance.

- Provided by individuals who have a demonstrated track record of teaching students and ensuring significant academic growth.

- Minimum of 2 hours per week for at least 28 weeks (i.e., 56 hours of additional learning time).

Enrollment Options

- Enrollment options that are available within the district to students and their parents can be met through:
  - District open enrollment policy

  - Dual Enrollment

  - Virtual Education Programs

  - Online

  - Idaho Digital Learning Academy

  - Idaho Education Network

  - District and public charter schools including virtual public charter schools

Professional Development

Professional Development Set-aside

- Set aside 10% of the **school allocation** for any Rapid Improvement or Turnaround Schools.

- When the district is in Needs Improvement Year 1+, 10% of the **district allocation** must be set aside for professional development.

- *District may count the school set-asides as part of this 10%.*

Non-Title I Schools

- For Rapid Improvement and Turnaround schools that are not Title I funded, the district must provide professional development services to that school from state, local or other grant funds equal to what the school would have received if it had been Title I funded.

Rapid Improvement Plan

Deb Pfost

Regions IV, V & VI Regional School Improvement Coordinator

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- Once a school enters the Rapid Improvement category they remain there for three years unless they receive a three star rating or higher for two consecutive years.

- Focus Schools remain in Rapid Improvement for three years.

Rapid Improvement Plan

SY 2012 – 2013
Idaho Improvement Planning &
Implementation Workbook

pgs. 49-54

Rapid Improvement Plan

☐ All plans require SMART goals.

☐ All plans require the Alignment of Evaluation and State Funding Plan.

Year 1 of Rapid Improvement

☐ **Assess** all indicators in the *School Leadership and Decision Making* category. Secondary Schools assess all indicators in the *Secondary School Indicators* category.

☐ **Plan** for at least 10 indicators. Seven of them are required.

☐ **Monitor** implementation of the plan.

Year 2 of Rapid Improvement

- **Assess** all indicators in the *Curriculum, Assessment and Instructional Planning* category.

- **Plan** for at least 10 indicators. Five of them are required. If there are unfinished indicators from Year 1, these can count toward the five that the school chooses.

- **Monitor** implementation of the plan.

Year 3 of Rapid Improvement

- **Assess** all indicators in the *Classroom Instruction* category.

- **Plan** for at least 10 indicators. The school may choose them from any category. If there are unfinished indicators from Year 1 and 2, these can count as part of the 10.

- **Monitor** implementation of the plan.

Turnaround Plan

Greg Alexander

System Improvement and Turnaround Leadership Coordinator

galexander@sde.idaho.gov

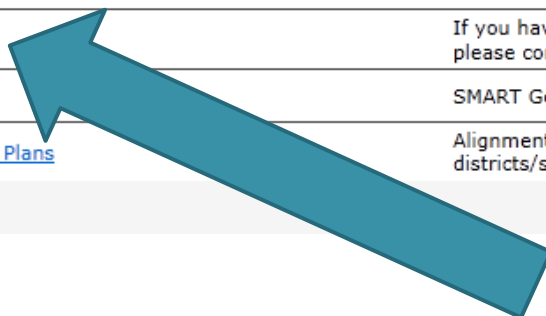# District Support of Turnaround School Plan

- Select the Turnaround Model for the School(s)

- Assess, Plan and Monitor Indicators in District Preparation for Turnaround Schools Category

- Provide Support and Guidance as the School(s) Develops and Implements the Turnaround Plan

District Level Documentation

- District Support of Turnaround Schools Supplemental Plan *(pg. 28)*

- District Support of Turnaround School Plans Compliance Checklist *(pg. 27)*

- District Approved School Turnaround Plan Scoring Rubric *(pgs. 29-30)*

Home	**Forms to Complete**	Required Reports	Docs & Links

Click on each form to update, save, and/or send for review, if applicable. To submit a copy of the form to your state department, please go to the 'Required Reports' tab to find the due date and submit button.

Form	Status	Description
District Improvement Assurances		Complete and submit via fax or email. Only one set of assurance pages is to be submitted by the LEA, assuring for all district and school level plans up for review.
District Restructuring Support Supplemental Plan		A requirement for those districts who currently have one or more schools in School Improvement Year 4: Restructuring and beyond.
Title II-A Professional Development Plan		For use while planning district professional develop for Title II-A compliance.
Technology Integration Report		Each district has been asked to complete a Classroom Technology Plan. Please complete and submit below.
District Support of Turnaround Schools Supplemental Plan		If you have schools in your district that have moved into Turnaround Planning this year, please complete the following information for EACH SCHOOL.
SMART Goals		SMART Goals are a requirement of all districts/schools in improvement planning.
Alignment of Evaluation and State Funding Plans		Alignment of Evaluation and State Funding Plans are a requirement of all districts/schools in improvement planning.

District Support of Turnaround
School Supplemental Plan

School Level

Similar to the other two types of plans:

- SMART Goals *(pgs. 20-21)*

- Alignment of Evaluation and State Funding Plans *(pg. 22 or pg. 40)*

School Level Cont.

- School Turnaround Plan

- School Turnaround Plan Compliance Checklist *(pgs. 55-59)*

- School Turnaround Plan Scoring Rubric *(pgs. 60-63)*

Optional NCLB Restructuring Plan

- Schools that are in Improvement Year 5+

- The district decides for all schools in the district and submits a letter of intent

- If using the NCLB Restructuring Plan follow the 2011-2012 handbook

Submit the Transition Year Restructuring Letter by December 1, 2012

Continuous Improvement Plans

Friday, December 14, 2012 1:00 pm—2:30 pm MDT

Registration Web Link:

https://www3.gotomeeting.com/register/787895086

Monday, December 17, 2012 10:00 am—11:30 am MDT

Registration Web Link:

https://www3.gotomeeting.com/register/918143678

Tuesday, December 18, 2012 3:00 pm—4:30 pm MDT

Registration Web Link:

https://www3.gotomeeting.com/register/629743046

Rapid Improvement Plans

Friday, December 14, 2012 3:00 pm—4:30 pm MDT

Registration Web Link:

https://www3.gotomeeting.com/register/798158406

Monday, December 17, 2012 1:00 pm—2:30 pm MDT

Registration Web Link:

https://www3.gotomeeting.com/register/642758110

Restructuring Plans

Tuesday, December 18, 2012 1:00 pm—2:30 pm MDT

Registration Web Link:

https://www3.gotomeeting.com/register/507459710

Wednesday, December 19, 2012 10:00 am—11:30 am MDT

Registration Web Link:

https://www3.gotomeeting.com/register/847260462

Turnaround Plans

Monday, December 17, 2012 3:00 pm—4:30 pm MDT

Registration Web Link:

https://www3.gotomeeting.com/register/886526342

Tuesday, December 18, 2012 10:00 am—11:30 am MDT

Registration Web Link:

https://www3.gotomeeting.com/register/126268798

Wrap Up

Steve Underwood